



GENERAL ASSEMBLY

COMMONWEALTH OF KENTUCKY

2010 REGULAR SESSION

SENATE BILL NO. 163

TUESDAY, MARCH 9, 2010

The following bill was reported to the House from the Senate and ordered to be printed.

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TREY GRAYSON
SECRETARY OF STATE
COMMONWEALTH OF KENTUCKY
BY R. Allen

AN ACT relating to adolescent reading skills.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

1 ➔ Section 1. KRS 158.791 is amended to read as follows:

2 (1) The General Assembly hereby finds that reading proficiency is a gateway skill
3 necessary for all of Kentucky students to achieve the academic goals established in
4 KRS 158.6451. It is Kentucky's goal that all children learn to read well before
5 exiting the primary program ***and that all middle and high school students have the***
6 ***skills necessary to read complex materials in specific core subjects and***
7 ***comprehend and constructively apply the information.***

8 (2) It is the intent of the General Assembly that;

9 ***(a) Every elementary school:***

- 10 ***1.{(a)}*** Provide a comprehensive schoolwide reading program;
11 ***2.{(b)}*** Provide diagnostic reading assessments and intervention services
12 for those students who need them to learn to read at the proficient level;
13 ***3.{(c)}*** Ensure quality instruction by highly trained teachers; and
14 ***4.{(d)}*** Provide high quality library media programs;

15 ***(b) Every middle and high school:***

- 16 ***1. Provide direct, explicit instruction to students lacking skills in how to***
17 ***read, learn, and analyze information in key subjects, including***
18 ***language, reading, English, mathematics, science, social studies, arts***
19 ***and humanities, practical living skills, and career studies; and***
20 ***2. Ensure that teachers have the skills to help all students develop***
21 ***critical strategies and skills for subject-based reading;***

22 ***(c) The Kentucky Department of Education provide technical assistance to***
23 ***local school districts in the identification of professional development***
24 ***activities, including teaching strategies to help teachers in each subject area***
25 ***to:***

1 1. Identify and teach the skills that students need to comprehend the
 2 concepts and content of each subject area; and

3 2. Use activities and materials that will help the students comprehend
 4 and constructively apply information based on the unique content of
 5 each subject area; and

6 (d) The Education Professional Standards Board review and revise when
 7 deemed necessary the teacher certification and licensure requirements to
 8 ensure that all teachers, regardless of the subject area taught, are prepared
 9 to improve students' subject reading skills.

10 ➔ Section 2. KRS 158.840 is amended to read as follows:

11 (1) The General Assembly hereby finds that reading and mathematics proficiency are
 12 gateway skills necessary for all Kentucky students to achieve the academic goals
 13 established in KRS 158.6451. It is the General Assembly's intent that:

14 (a) All students in the primary program having difficulty in reading and
 15 mathematics receive early diagnosis and intervention services from highly
 16 trained teachers;

17 (b) All students demonstrate proficiency in reading and mathematics as they
 18 progress through the relevant curricula and complete each assessment level
 19 required by the Kentucky Board of Education for the state assessment program
 20 established under KRS 158.6453 and in compliance with the requirements of
 21 the federal "No Child Left Behind Act of 2001," 20 U.S.C. sec. 6301 et seq.;
 22 and

23 (c) Students who are struggling in reading and mathematics or are not at the
 24 proficient level on statewide assessments be provided research-based and
 25 developmentally appropriate diagnostic and intervention services, and
 26 instructional modifications necessary to learn.

27 The General Assembly, the Kentucky Board of Education, the Kentucky

1 Department of Education, the Council on Postsecondary Education, colleges and
2 universities, local boards of education, school administrators, school councils,
3 teachers, parents, and other educational entities, such as the Education Professional
4 Standards Board, P-16 councils, the Collaborative Center for Literacy Development,
5 and the Center for Middle School Achievement must collaborate if the intentions
6 specified in this subsection are to be met. Intensive focus on student achievement in
7 reading and mathematics does not negate the responsibility of any entity to help
8 students obtain proficiency in other core curriculum content areas.

9 (2) The General Assembly's role is to set policies that address the achievement levels of
10 all students and provide resources for the professional growth of teachers and
11 administrators, assessing students' academic achievement, including diagnostic
12 assessment and instructional interventions, technology innovations, targeted reading
13 and mathematics statewide initiatives, research and the distribution of research
14 findings, services for students beyond the regular school day, and other services
15 needed to help struggling learners.

16 (3) The Kentucky Board of Education shall regularly review and modify, when
17 appropriate, its statewide assessment policies and practices to enable local school
18 districts and schools to carry out the provisions of the statewide assessment and
19 accountability system, required under KRS 158.6453 to improve student
20 achievement in mathematics and reading.

21 (4) The Kentucky Department of Education shall:

22 (a) Provide assistance to schools and teachers, including publicizing professional
23 development opportunities, methods of measuring effective professional
24 development, the availability of high quality instructional materials, and
25 developmentally appropriate screening and diagnostic assessments of student
26 competency in mathematics and reading. The department shall provide access
27 to samples of units of study, annotated student work, diagnostic instruments,

1 and research findings, and give guidance on parental engagement;

2 (b) Work with state and national educators and subject matter experts to
 3 identify student reading skills in each subject area that align with the state
 4 content standards adopted under KRS 158.6453 and identify teaching
 5 strategies in each subject area that can be used explicitly to develop the
 6 identified reading skills under this paragraph;

7 (c) Encourage the development of comprehensive middle and high school
 8 adolescent reading plans to be incorporated into the curricula of each
 9 subject area to improve the reading comprehension of all students;

10 (d) Conduct an annual review of the state grant programs it manages and make
 11 recommendations, when needed, to the Interim Joint Committee on Education
 12 for changes to statutory requirements that are necessary to gain a greater return
 13 on investment; and

14 ~~(e)~~[(e)] Provide administrative support and oversight to programs to train
 15 classroom coaches and mentors to help teachers with reading and mathematics
 16 instruction.

17 (5) The Council on Postsecondary Education, in cooperation with the Education
 18 Professional Standards Board, shall exercise its duties and functions under KRS
 19 164.020 to ensure that teacher education programs are fulfilling the needs of
 20 Kentucky for highly skilled teachers. The council shall coordinate the federal and
 21 state grant programs it administers with other statewide initiatives relating to
 22 improving student achievement in reading and mathematics to avoid duplication of
 23 effort and to make efficient use of resources.

24 (6) The Education Professional Standards Board shall exercise its duties and
 25 responsibilities under KRS 161.030 and 161.048 to ensure highly qualified teachers.

26 (7) Colleges and universities shall:

27 (a) Utilize institution-wide resources to work with elementary and secondary

educators and other entities to align curriculum content to ensure that students who achieve proficiency on standards established at the prekindergarten through secondary levels will require no remediation to successfully enter a postsecondary education program;

(b) Provide quality undergraduate teacher preparation programs to ensure that those preparing to teach reading or mathematics at all grade levels have the necessary content knowledge, assessment and diagnostic skills, and teaching methodologies and that teachers in all subject areas have the requisite skills for helping students at all grade levels develop critical strategies and skills for reading and comprehending subject matter;

(c) Deliver appropriate continuing education for teachers in reading and mathematics through institutes, graduate level courses, and other professional development activities that support a statewide agenda for improving student achievement in reading and mathematics;

(d) Conduct or assist with research on best practices in assessment, intervention strategies, teaching methodologies, costs and effectiveness of instructional models, and other factors as appropriate to reading and mathematics;

(e) Provide staff to consult and provide technical assistance to teachers, staff, and administrators at elementary, middle, and secondary school sites;

(f) Assume active roles in the statewide initiatives referenced in KRS 156.553 and 158.842; and

(g) Develop written procedures for measuring the effectiveness of activities outlined in paragraphs (a) to (e) of this subsection.

(8) School councils at all school levels are encouraged to identify and allocate resources to qualified teachers to become coaches or mentors in mathematics or coaches or mentors in reading with a focus on improving student achievement in their respective schools.

1 (9) Local school boards and superintendents shall provide local resources, whenever
2 possible, to supplement or match state and federal resources to support teachers,
3 school administrators, and school councils in helping students achieve proficiency
4 in reading and mathematics.

5 (10) Local school superintendents shall provide leadership and resources to the
6 principals of all schools to facilitate curriculum alignment, communications, and
7 technical support among schools to ensure that students are academically prepared
8 to move to the next level of schooling.

9 ➔Section 3. KRS 164.0207 is amended to read as follows:

10 (1) The Collaborative Center for Literacy Development: Early Childhood through
11 Adulthood is created to make available professional development for educators in
12 reliable, replicable research-based reading programs, and to promote literacy
13 development, including cooperating with other entities that provide family literacy
14 services. The center shall be responsible for:

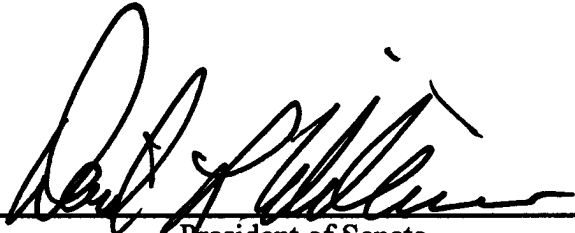
15 (a) Developing and implementing a clearinghouse for information about
16 programs addressing reading and literacy from early childhood and the
17 elementary grades (P-5) through adult education;

18 (b) Providing advice to the Kentucky Board of Education regarding the Reading
19 Diagnostic and Intervention Grant Program established in KRS 158.792 and
20 in other matters relating to reading;

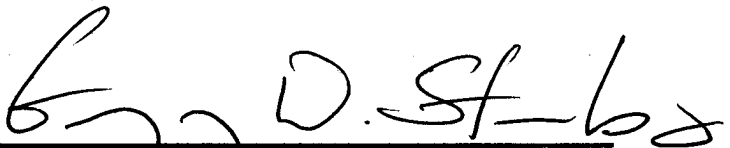
21 (c) Collaborating with public and private institutions of postsecondary education
22 and adult education providers to provide for teachers and administrators
23 quality preservice and professional development relating to reading diagnostic
24 assessments and intervention and to the essential components of successful
25 reading: phonemic awareness, phonics, fluency, vocabulary, comprehension,
26 and the connections between writing and reading acquisition and motivation
27 to read;

- 1 (d) Collaborating with the Kentucky Department of Education to assist districts
2 with students functioning at low levels of reading skills to assess and address
3 identified literacy needs;
- 4 (e) Providing professional development and coaching for early childhood
5 educators and classroom teachers, including adult education teachers,
6 implementing selected reliable, replicable research-based reading programs.
7 The professional development shall utilize technology when appropriate;
- 8 (f) Developing and implementing a comprehensive research agenda evaluating
9 the early reading models implemented in Kentucky under KRS 158.792;
- 10 (g) Maintaining a demonstration and training site for early literacy located at each
11 of the public universities;[-and]
- 12 (h) Assisting middle and high schools in the development of comprehensive
13 adolescent reading plans and maintaining a repository of instructional
14 materials or summary materials that identify comprehension best practices
15 in the teaching of each subject area and a list of classroom-based diagnostic
16 reading comprehension assessments that measure student progress in
17 developing students' reading comprehension skills; and
- 18 (i) Evaluating the reading and literacy components of the model adult education
19 programs funded under the adult education and literacy initiative fund created
20 under KRS 164.041.
- 21 (2) The center shall review national research and disseminate appropriate research
22 abstracts, when appropriate, as well as conduct ongoing research of reading
23 programs throughout the state. Research activities undertaken by the center shall
24 consist of descriptive as well as empirical studies.
- 25 (a) The center may contract for research studies to be conducted on its behalf.
- 26 (b) The research agenda should, at a minimum, consider the impact of various
27 reading and intervention programs:

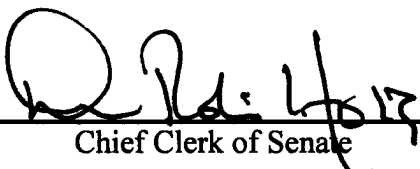
- 1 1. In eliminating academic achievement gaps among students with
2 differing characteristics, including subpopulations of students with
3 disabilities, students with low socioeconomic status, students from racial
4 minority groups, students with limited English proficiency, and students
5 of different gender;
 - 6 2. In schools with differing characteristics, such as urban versus rural
7 schools, poverty versus nonpoverty schools, schools with strong library
8 media center programs versus schools with weak library media center
9 programs, and schools in different geographic regions of the state;
 - 10 3. In terms of their costs and effectiveness; and
 - 11 4. In maintaining positive student progress over a sustained period of time.
- 12 (3) The center shall submit an annual report of its activities to the Kentucky
13 Department of Education, the Governor, and the Legislative Research Commission
14 no later than September 1 of each year.
- 15 (4) With advice from the Department of Education, the Council on Postsecondary
16 Education shall develop a process to solicit, review, and approve a proposal for
17 locating the Collaborative Center for Literacy Development at a public institution of
18 postsecondary education. The Council on Postsecondary Education shall approve
19 the location. The center, in conjunction with the council, shall establish goals and
20 performance objectives related to the functions described in this section.



President of Senate



Speaker-House of Representatives

Attest: 

Chief Clerk of Senate

Approved 

Governor

Date March 30, 2010